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| **Language and Level** | Spanish Novice Mid- High | | | | | | |
| **Theme and Topic** | Contemporary Life – In Search of the Coquí | | | | | | |
| **Important Question** | How do we begin to understand another place?  Why is the rainforest so important? | | | | | | |
| **Goals**  *What should students know and be able to do by the end of the unit?* | Students will travel to various sites in Puerto Rico in search of the elusive coqui. They will begin their search in El Yunque and will learn a bit about rainforests in general before exploring El Yunque in detail. They will then travel to other parts of the island in search of the coqui. As they travel the island they will visit various sites and encounter island specialties. They will work with a classmate to design their ideal short term vacation in Puerto Rico and will create a campaign that will draw attention to the endangered coqui.  Students will be able to:   * locate and name traits common to rainforests; compare local natural areas to rainforests * discuss activities common to Puerto Rico identifying those things that they want to do * explore websites for information on Puerto Rico and the El Yunque rainforest * create an informational story that makes others aware of Puerto Rico and the beloved coquí | | | | | | |
| **Performance**  **Assessment**  *Do these tasks allow students to demonstrate how well they have met the goals of the unit? The performance assessment tasks are designed to be integrated throughout the instructional unit. The interpretive tasks are designed to inform the content of the presentational and interpersonal tasks.* | **Interpretive Tasks**  (This template encourages multiple interpretive tasks.) | | | | | | |
|  | | Students will read and view short texts on different aspects of Puerto Rican culture. They will use the information from the texts to create a schedule for their time in Puerto Rico. They will consider the environmental impact of different tourist activities and evaluate their schedule in terms of eco-tourism. | | |  | |
| **Presentational Task**  Students will create an additional event for the story *Everywhere Coquís.* They will identify another location on the island of Puerto Rico for the coquís as they attempt to escape from the parrots in the rainforest. They will select a location, say what the coquís see and do while there and then indicate that they are moving on. | | | **Interpersonal Task**  Students will select at random various images of Puerto Rico and will role play a conversation to decide what they will do while on vacation in Puerto Rico. They will discuss the environmental impact of their tourism on the island.  the island. | | | |
| **Cultures**  **Examples**  *For each example, indicate the relationship between the product, practice, and perspective and the role and importance of the product, practice and perspective within the culture.* | **Product:** coquí  **Practice:** unique song - symbol of the island  **Perspective:** celebrated in island culture    **Product:** plena and güiro  **Practice:** island dance and music  **Perspective:** tradition and importance of community celebrations | | | | | | |
| **Connections**  **Examples** | **Other Disciplines / Distinctive Viewpoints** | | | **Technology Integration** | | | |
| Science – Rainforests – uniqueness and importance, drugs from plants  Social Studies – location of rainforests around the world | | | <http://www.tikatok.com> to write an additional island adventure page | | | |
| **Comparisons**  **Examples** | **Culture** | | | **Language** | | | |
| Items unique to Puerto Rico – Taino, petroglyphs, coquí  Island life | | | El Boricua | | | |
| **Communities**  **Examples** | **Beyond the Classroom** | | | **Lifelong Learning** | | | |
| Share the Puerto Rican adventures with younger learners and online. | | | Explore rainforests around the world. Identify ways that the rainforest has impact on daily life. Join global projects to protect the rainforest. | | | |
| **Connections to**  **Common Core** | **R1:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.  **R2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  **R4:** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.  **R7:** Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.  **W3:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  **W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  **W5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  **W6:** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  **W7:** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.  **W10:** Write routinely over shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  **SL1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.  **SL2:** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.  **SL3:** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. | | | | | | |
| **Toolbox** | | | | | | | |
| Language Functions | | | Related Structures / Patterns | | Vocabulary Expansion | | |
| identity where rainforests are found in the world | | | Where are…? | | foods common to Puerto Rico  animals unique to rainforest  weather unique to Puerto Rico  Borinquen  endangered  deforestation | | |
| identify common features found in rainforests | | | There is / there are | |
| say what you do in the rainforest | | | What do you do? Do you…  I do/don’t…. | |
| comment on foods you eat/drink | | | Do you like? Are you hungry/thirsty? | |
| name and describe animals that live in the rainforest | | | What is the (coqui) like? | |
| say why I want or don’t want to visit certain places in Puerto Rico | | | Do you want to visit…?  Why do you want to go? | |
| accept and refuse suggestions to plan a schedule | | | Let’s go… | |
| comment on the weather | | |  | |
| identify environmental practices in Puerto Rico | | |  | |
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| **Key Learning Activities** | | | | | | | |
| Standards Focus | | Learning Activity | | | Purpose | | In-class /  Home |
| Interpretive | |  | | |  | |  |
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| **Resources** | | | | | | | |
| Additional resources for this unit available at: <http://lauraterrill.wikispaces.com/AATSP+-+Coqu%C3%AD>  Everywhere Coquís - ISBN-13: 978-0942929140 – available at Amazon | | | | | | | |